

# A Cross-Sector Analysis of Youth in Zambia

*YouthMap*, a program of the International Youth Foundation, is a four-year initiative to assess youth circumstances and support promising youth development programs and practices in eight countries in Sub-Saharan Africa.

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The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities.

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**ZAMBIA IS A YOUTHFUL COUNTRY, WITH APPROXIMATELY 74 PERCENT** of its 14 million total population under the age of 30 (28 percent are 15 to 29 years-old).<sup>1</sup> Annual population growth rate estimates range from 2.4 to 3 percent, and projections indicate a population of 24.5 million by 2030 according to the 2013 Human Development Report.<sup>2</sup> The youth cohort will continue to expand, as “Zambia is experiencing the lowest declines in fertility in the past decades for which data is available, and by 2020-2025 the country is expected to have the highest fertility rate in SADC sub-region.”<sup>3</sup>

Zambian Youth, like many young people in developing countries, face challenges such as high unemployment rates, poor quality of education and educational opportunities, limited civic engagement opportunities, high HIV prevalence rates, teenage pregnancy, and early marriage. In order to try to overcome these issues, the Zambian Government has outlined key priorities in the National Youth Policy, which includes measures to reduce youth unemployment and improve the coordination of national youth programs. However, a lack of resources has severely constrained implementation of this policy.

The YouthMap assessment findings provide a snapshot of the circumstances of young people, providing insights into how they perceive their opportunities and challenges; how other stakeholders perceive young people’s situation; and recommendations to increase young Zambians’ social and economic well-being. The assessment team conducted extensive focus groups and surveys with Zambian youth ages 15 to 29 in three provinces, in addition to interviews and surveys with a broad range of stakeholders from civil society, educational institutions, and the private and public sectors.

**Employment:** In Zambia, young people make up a significant proportion of the available labor force, yet unemployment rates for 20- to 24-year-olds have been estimated to be as much as five times greater than for older adults.<sup>4</sup> The YouthMap assessment found that while many employers are hiring youth, key constraints prevent young people from finding work. These factors include a misalignment of education and labor market needs, lack of experience, nepotism and corruption in the labor market, and a lack of skills and entrepreneurship training. Gender plays a major role in youth employment: certain sectors are considered to be available only for men or women, and young women are more likely to report lower pay or not being paid at all for their work. There are a number of industries emerging in Zambia which, if properly leveraged, have high potential for increasing youth employment, including telecommunications, tourism, and agriculture. Improved internship opportunities were suggested by both employers and youth as an option to gain the experience both groups identified as lacking. Considering only 14 percent of out-of-school YouthMap participants were in formal employment, the potential and need for young people to start their own businesses is high. In order to successfully transition youth into the world of work, young people need more support (e.g., early career guidance), comprehensive technical and entrepreneurial training, and access to finance.

**Education:** In the last decade, Zambia has made important strides towards improving access to basic education. According to the 2013 Millennium Development Goal (MDG) Report, “steady progress” has been made on reaching the target of 100 percent net enrollment in primary education.<sup>5</sup> The government aims to guarantee universal access to basic education through the *Educating Our Future* program. Despite these gains, concerns remain regarding the quality of the education, given large class sizes as well as limited resources for pupils. High dropout rates at the secondary level, particularly for young women, continue to be a challenge. Additionally, access to tertiary education is limited, especially for rural youth. Assessment findings showed that education matters when securing employment: more highly educated youth reported greater confidence in their preparedness and higher incomes. Employers often stated they hire youth with a minimum of secondary school completion. In order to improve their level of preparedness, Zambian youth identified the need to build their reading and writing skills as well as to gain technical skills and computer literacy. Overall, multiple stakeholders across sectors noted that the Zambian curriculum needs to be better aligned to the job market and linkages consistently and actively sought between education institutions and employers.

**Health:** Young people are one of the most at-risk populations for HIV and sexually transmitted infections (STIs). The government of Zambia, along with civil society actors, are working to combat this through interventions at community and national levels. Approximately 70 percent of YouthMap participants use family planning or sexual reproductive health (SRH) services. While young people stated that there are available health facilities, many do not find them to be

youth-friendly, as they face stigma and discrimination when trying to access services such as contraception. These problems are compounded by and directly linked to the high prevalence of early marriage and teenage pregnancy, particularly in rural areas where distance and limited resources mean that rural youth have poor access to information and basic health services. The assessment includes reports of transactional sex, driven by poverty and cause of new HIV infections, as particularly common in transit and border towns. Gender based violence (GBV) is common throughout Zambia,<sup>6</sup> yet awareness of the issue remains low among young people. In terms of accessing information, radio and TV are the most commonly used and trusted sources among youth, though young people increasingly rely on internet and social media.

**Political and Civic Participation:** Although young people make up a significant proportion of the population, most YouthMap participants are disengaged from the political process and feel excluded and marginalized. Only 43 percent of young men and 23 percent of young women reported that they participate politically. With few leaders under 40, as well as few opportunities to positively participate in politics or become leaders, many youth have no interest in politics. However, sentiments may be changing; 84 percent of assessment participants stated they plan to vote in the next election. In terms of civic participation, 83 percent of young people interviewed were civically engaged in their communities, primarily through religious activities but also volunteering, sports, and youth groups. Although young people are positively involved in their communities, they have limited leadership roles—especially young women—and are eager to build their skills and contribute to Zambia’s development.

1. U.S. Census Bureau, “(2014), International Data Base.” Last modified December 19, 2013. Accessed March 6, 2014, <http://www.census.gov/population/international/data/idb/informationGateway.php>, 2014.
2. United Nations Development Programme (UNDP), *The Human Development Report 2013*, (New York, 2013), 196.
3. United Nations Zambia, *The Condition of Young People in Zambia*, (July 2013), 4.
4. Zambia Institute for Policy Analysis and Research (ZIPAR), *Policy Brief: Constraints on the Demand for Youth Labour in Zambia*, (Lusaka: 2013), 1.
5. UNDP, *Millennium Development Goals Progress Report Zambia 2013*, (Lusaka: 2013), 23.
6. Central Statistical Office (CSO), Ministry of Health (MOH), University of Zambia, and MEASURE Evaluation, *Zambia Sexual Behaviour Survey 2009*, (Lusaka: 2010).

## INTRODUCTION

### *Overview of YouthMap*

YouthMap is a four-year program designed to assess youth circumstances and support promising programs and practices in positive youth development in up to eight countries in Sub-Saharan Africa. YouthMap is supported by the United States Agency for International Development (USAID) and implemented by the International Youth Foundation (IYF). The YouthMap assessments are designed to capture a comprehensive picture of the lives of young people, including how they spend their time; how they interact with each other and other segments of society; what services they can access and want to utilize; as well as their hopes, aspirations, and challenges. These assessments investigate opportunities and challenges related to the major life transitions youth face as they move from childhood dependence to adult independent decision-making in the areas of education and learning; employment and livelihoods; health; and democracy and governance. The Zambia assessment is the sixth under YouthMap, following assessments in Senegal, Uganda, Mozambique, Democratic Republic of the Congo, and Tanzania.

YouthMap Zambia seeks to better understand the opportunities and challenges facing young people ages 15 to 29 by listening to the perspectives of both young people and key stakeholders. The ultimate goal is to inform USAID planning and programming. IYF partnered with the local research firm Ipsos Zambia to conduct this assessment. Young people formed an integral part of the team as research assistants in the field and contributed their local knowledge to help test and finalize the research tools. A selection of young people also participated in a youth peer review committee that reviewed the findings and provided further analysis (see Peer Review Report, Annex 5). In addition, five targeted briefs accompany this report to deepen and focus on issues of particular interest to USAID: youth conditions in Eastern Province and Lusaka, transactional sex and young people, youth and the private sector, and motivators of civic participation.

### *Methodology*

The YouthMap Zambia assessment had four objectives:

1. Better understand the opportunities, challenges, and aspirations of young people;
2. Assess youth-serving infrastructure and services;
3. Identify and share successful models, lessons, and strategies to promote youth development;
4. Recommend options for youth programming and integrating youth into USAID activities.

YouthMap used a mixed-methods approach, combining qualitative and quantitative methods to collect data from youth and a range of key stakeholders. Extensive secondary research (see Literature Review, Annex 1) was conducted to inform the primary research and to provide the macro picture of the environment in which youth live and work.

Primary data collection was carried out over a four-week period in six districts across three provinces: Lusaka (Peri-urban and Chongwe district), Southern (Livingstone and Monze districts) and Eastern (Chipata and Petauke districts). These districts were selected by USAID/Zambia to access information on priority regions vis-à-vis the Mission portfolio. The assessment targeted these regions and youth cohorts to provide a snapshot of the youth situation in order to gain critical perspectives and insights, and are not intended to be nationally representative.

To capture youth voices firsthand, YouthMap conducted focus groups, surveys, case studies, and interviews with more than 450 youth in Zambia:

- Focus groups included 132 in-school youth, 128 employed youth, 55 HIV infected/affected youth, and 114 inactive/out-of-school/unemployed youth.
- Focus group participants completed a survey that helped collect demographic data as well as data related to the focus sectors.

- The assessment team interviewed 21 youth identified as “positive role models.” Role models are young people who have displayed positive knowledge, behaviors and attitudes in their lives; have overcome difficult life circumstances; have demonstrated leadership skills; and are admired in their communities by peers.
- YouthMap researchers conducted case studies with 12 youth identified during the fieldwork as representing a particular theme or cohort; their stories appear throughout the report to provide further context.

Using semi-structured interview guides, YouthMap conducted interviews with 52 key stakeholders from the government, private sector, civil society, donor organizations, and education institutions most informed about youth conditions in Zambia. To obtain more data on the perspective of employers, YouthMap also surveyed and interviewed 49 companies in target growth sectors including agriculture, tourism, retail, telecommunications, and construction.

## YOUTH POLICY AND INVESTMENT AT A GLANCE

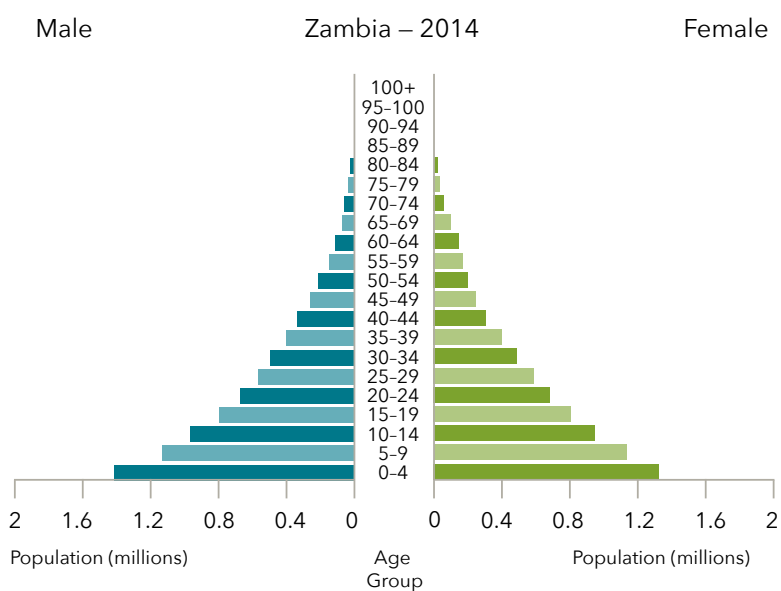
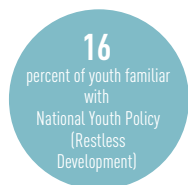
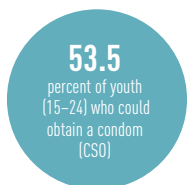
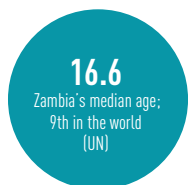
In a speech to the National Assembly in 2011, President Michael Chilufya Sata stated: “the majority of our youth have poor education, lack formal skills, and consequently remain without jobs which would enable them to earn a living and hence contribute to national development.” The Zambian Government has a number of policies and strategies aimed at promoting youth-centered development. Perhaps the most significant of these is the recently updated National Youth Policy, which defines youth as individuals between the ages of 15 and 35 and provides a legal framework for youth participation in the economic, social, and civic life within Zambia. Spearheaded by the Ministry of Sport, Youth, and Child Development (MSYCD), the policy is ambitious and aims to reach young people throughout Zambia, though implementation has been severely constrained by a lack of funding and personnel within the ministry. Other national policy, such as Vision 2030 and the Sixth National Development Plan (SNDP), does little to incorporate youth into Zambia’s wider development strategies.

Other relevant policies include the National Gender Policy and National Action Plan on Gender-Based Violence, which seek to combat gender inequality and improve the status and opportunities for women and adolescent girls. In the education sector, *Educating Our Future*, the National Education Policy aims to ensure universal access to basic education, and the *Education Sector National Implementation Framework III* re-introduces free, compulsory education from grades 1 to 12. Within the health sector, the National HIV/AIDS/STI/TB Policy and the National Action Plan on Women, Girls, and HIV/AIDS protect the rights of children and young people and ensure access to information and services for HIV prevention and care.

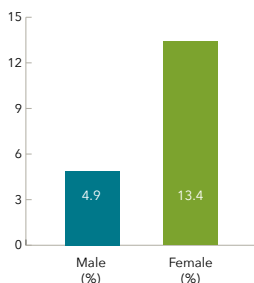
Within the donor community, a number of donors provide assistance for youth-related programs, although these programs may not always be targeted specifically at young people. USAID, the Department for International Development (DFID), United Nations, International Labour Organization (ILO), and African Development Bank (AfDB) invest in a number of sectors. DFID programming is designed to support improved governance and health as well as to contribute to agriculture, education, and infrastructure. A particular focus for DFID is ensuring that its programs address the interests and needs of adolescent girls and women. The ILO and AfDB Zambia released a comprehensive study on youth employment. This study outlines the challenges facing young people within the labor force in Africa as well as the strategies the ILO is implementing to try and overcome youth unemployment (e.g., policy advisory services, skills development, entrepreneurship training, and advocacy). The ILO also implements the ILO Youth Project, which aims to tackle youth unemployment, while UNICEF implements the Zambia U-report, which promotes youth participation in the national HIV response.

USAID supports a wide range of activities, including HIV programming through the President’s Emergency Plan for AIDS Relief (PEPFAR), agriculture through the U.S. Government’s Feed the Future Initiative, improving the quality of basic education, strengthening democracy and governance, and improving health services.

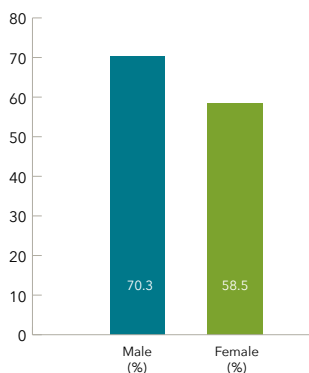
## YOUTH AT A GLANCE



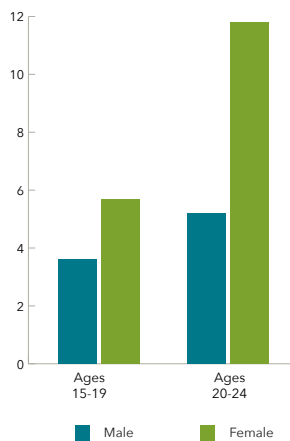
**Not in Labor Force or Education**  
Ages 15 to 35



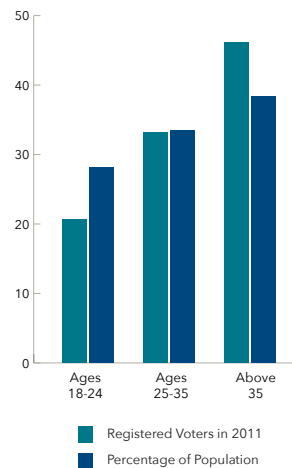
**Literacy Rates**  
Ages 15 to 24



**HIV/AIDS Prevalence Rate**



**Registered Voters and Population, 2011**



## ASSESSMENT FINDINGS

The following sections provide analysis on the status of Zambian youth from the perspective of various youth cohorts and multiple stakeholders, in the following key areas: economic opportunities and challenges for youth; education and training opportunities for youth and constraints within the education sector; youth focused interventions in the area of sexual and reproductive health; and the level of engagement of young people in Zambia's governance and within civil society.

### Snapshot of YouthMap participants:

- 50% male and female
- 53% urban / 47% rural
- Age breakdown:
  - 33% ages 15-18
  - 41% ages 19-24
  - 26% ages 25-29

### Employment/Entrepreneurship and the Environment Background

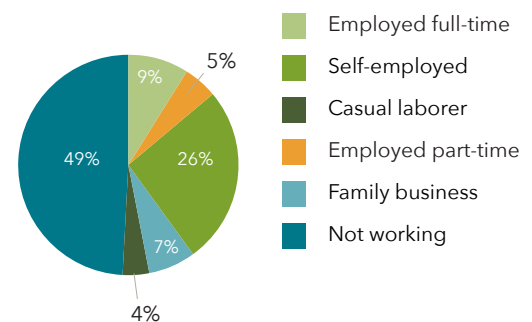
Zambia's population is one of the youngest in the world, with a median age of 16.6 years (compared to a global average of 29.2), and is projected to be one of the three youngest countries in the world.<sup>7</sup> Estimates vary depending on how unemployment is measured and the age cohort used, but youth unemployment is significantly high—ranging from two to five times higher than for adults.<sup>8</sup> According to the *2008 Labor Force Survey*, 15- to 34-year-olds make up 65 percent of the working population, and youth unemployment was estimated at 28 percent.<sup>9</sup> The *2012 African Economic Outlook* found that unemployment was much higher among urban youth than rural youth and higher among young women than men.<sup>10</sup> A *2010 Central Statistic Office survey* supported this finding, observing five percent unemployment for rural youth (ages 20 to 24, and six percent of men / four percent of women) compared to 45 percent unemployment for urban youth (42 percent of men and 47 percent of women).<sup>11</sup> Additionally, the majority of young people with jobs are in informal employment, with 90 percent of the overall labor force in the informal sector, 71 percent of which is in agriculture.<sup>12</sup>

In terms of government policy, a National Action Plan on Youth Employment (developed with support from the ILO) is expected to be released by the government in the near future. Currently two key interventions aim at improving access to credit for young people: the National Youth Development Fund and the Citizen's Economic Empowerment Commission Fund. However, only a limited number of young people access these funds due to a lack of understanding of the application procedures. A young man in Lusaka illustrated this point: "Yes, I heard the Minister is giving out loans, but for us here in the compound we don't know how we can get hold of these. We don't hear what to do." The World Bank indicates that achieving the government's aim to create one million formal jobs over the course of the five-year SNDP will be challenging given the size and composition of the rapidly growing<sup>13</sup> five million strong labor force.<sup>14</sup>

### Findings: The Economic Activities of Young People

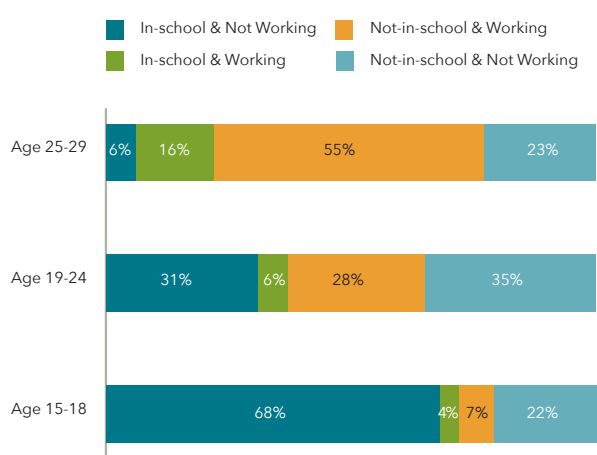
Figure 1 shows the employment rates for out-of-school youth, 49 percent of whom could be classified as not in education, employment, or training (NEET). Nine percent were employed full-time (mostly older youth) and five percent part-time. Other young people worked on a family business (seven percent) or as casual laborers. More than one-quarter were self-employed.

Figure 1: Employment Status of Out of School Youth



As seen in Figure 2, the number of young people working increased with age. Of the participants, the 15 to 18 age group was mostly in-school and not engaged in employment. Employment figures greatly improved for the 25 to 29 age group, while those 19 to 24 were particularly vulnerable to unemployment and tended to be involved in informal activities. This observation is supported by focus group discussions and interviews, where YouthMap participants said that the majority of working young people is in the informal sector, as there are few opportunities for full-time salaried work.

Figure 2: Youth Employment Status



Location also helps determine the type of work and sector in which youth were engaged (e.g., youth were more likely to be in tourism in Livingstone). Seventeen percent of employed youth were involved in agriculture, primarily in the rural areas, in activities including rearing livestock and trading. Although many young people were not opposed to working in agriculture, it is not their preferred sector partly due to the strenuous labor demands and limited income given the seasonal nature of the work. In such cases, young people wanted to supplement their income with other income-generating activities such as trading and rearing poultry. The youth peer review committee identified the negative stigma towards agriculture despite scholarships being available from NGOs and government. While many youth are involved in agriculture, the committee said this is not through choice but necessity due to the lack of other options, particularly in rural areas.

Despite the fact that only 10 percent of jobs in Zambia are in the formal sector,<sup>15</sup> young people generally wanted to work in the formal sector for the prestige, higher wages, and consistent income<sup>16</sup> compared to the informal sector. Both nursing and teaching were popular and desirable forms of employment in both urban and rural areas, particularly for women. Other popular sectors for young job seekers were the telecommunications industry and mining.<sup>17</sup> Urban areas offered a much wider range of income-generating activities across public and private sectors. Other popular jobs for women were trading, retail, hairdressing, and beauty. Young women were also interested in working in the tourism industry, particularly in Livingstone, as well as catering, tailoring, and administrative services. It was mentioned that, particularly in tourism, employers prefer to employ women as it was culturally more acceptable for them to fill available jobs as housekeepers and receptionists. Trading was also common for men, though men and women tended to trade in different goods. Women were more likely to sell food and clothing, while men were more likely to sell airtime, electrical goods, newspapers, and DVDs. Other jobs—such as taxi and bus driving, those in the construction and engineering fields, and car mechanics—were almost exclusively male. These jobs were seen to be more physically difficult, and in the case of driving buses and taxis, too dangerous for women.

### Findings: Key Growth Sectors and Opportunities

Table 1. Employer perspective of job-market

	High Pay	Low Pay
<b>High Job Opportunities</b>	<ul style="list-style-type: none"> <li>• ICT/telecom</li> <li>• Skilled construction</li> <li>• Skilled mining</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Tourism</li> <li>• Construction</li> </ul>
<b>Low Job Opportunities</b>	<ul style="list-style-type: none"> <li>• Public sector (education, social work)</li> </ul>	<ul style="list-style-type: none"> <li>• Retail</li> <li>• Manufacturing</li> </ul>

As seen in Table 1, employers in several expanding industries felt that young people would have many opportunities in their sectors. For example, employers in the construction sector identified formal and skilled jobs (e.g., architecture) as well as many unskilled

opportunities (e.g., bricklaying and brick molding). Likewise, employers identified agriculture as a key priority for the government, and so more investments are being made in this sector in the form of seed and fertilizer for small scale farmers and agribusinesses. Other growing sectors providing employment opportunities included telecommunications, financial services, tourism as well as arts and entertainment. Employers working in manufacturing, as well as in the public sector, felt limited expansion in the sector was the cause for fewer hires.

Table 2: GDP growth projections, by main sectors, 2013-15 (Percent)<sup>18</sup>

Sectors	2013	2014	2015
Electricity, gas, and water	4.0	11.6	18.1
Construction	12.0	11.0	11.0
Transport, storage, and communications	11.8	13.4	10.2
Restaurants, bars, and hotels	12.0	11.0	10.0
Mining and quarrying	12.0	13.1	8.2
Manufacturing	6.5	6.6	5.9
Agriculture, forestry, and fishing	-7.4	3.3	5.6
Wholesale and retail	3.8	4.5	5.0
Financial institutions and insurance	8.0	5.0	5.0

While employers’ perspective on growing job opportunities, for the most part, aligned with formal growth projections (Table 2), some may have focused more on the shorter-term opportunities (e.g., construction and financial services). Employers’ insight into on-the-ground job opportunities were invaluable, and should be paired with secondary research in order to triangulate short- and longer-term job opportunities for youth.

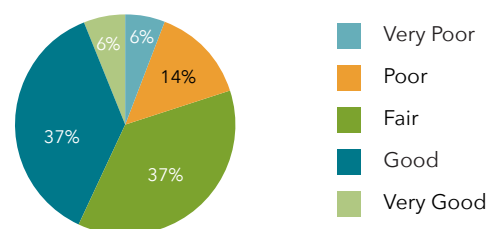
Each region had different growth prospects: employers in Livingstone identified growth in the tourism sector; those in Eastern Province identified the agricultural sector; and Lusaka employers identified a number of sectors including construction and telecommunications. In fields such as telecommunications, most available jobs were for higher skilled applicants, whereas youth in construction and agriculture are primarily offered lower skilled jobs, although there are also opportunities for skilled youth.

Of the private sector firms interviewed, 96 percent had youth employees, and 86 percent were planning to hire new people in the next 12 months. Approximately 55 percent of the firms’ current employees were under 30 years old, and employers identified two-thirds of them as skilled workers. Employers estimated that 75 percent of those they would hire would be under age 30. While some firms said they would hire less than 50 percent youth, there was no identifiable trend by industry.

### Findings: Quality of Jobs

Entry-level jobs include technicians, call center operators, cashiers, and sales representatives. Eighty percent of employers assessed the quality of entry-level jobs as at least “fair” in terms of salary, benefits, and professional growth opportunities (see Figure 3). Those who felt opportunities were “good” said the entry jobs they offered gave the opportunity for someone to progress and offered salaries they felt to be better than their competitors’. For those who felt opportunities were “poor,” reasons included a lack of opportunity to progress, stressful working conditions, long hours, and low salaries.

Figure 3: Quality of Entry Level Jobs—Employer Perspective



Young people reported they would appreciate a job where they are able to gain experience and earn enough to cover their basic needs (e.g., not having to spend the majority of their salary on transport costs). Young people felt that jobs with low salaries tended to be in rural areas (where the cost of living is lower) and were generally for unskilled work.

Working youth were asked whether they received pay or compensation for their work. Women were considerably more likely than men to be unpaid (25 percent of working young women versus 10 percent of



men), with unpaid work including domestic work and family businesses. Focus groups called attention to pay differences between men and women; as one female participant in Chipata commented “many here feel that a woman cannot have a higher position than a man.” This disparity was linked with cultural considerations, where it was reported in interviews and focus groups that traditionally men take on leadership roles while women tend to take on a more passive role. This decision-making and head-of-household role is associated with men’s role as the bread-winners, and is particularly noticeable in rural areas. Similarly, women are more likely to have family and childcare commitments, reducing their available work hours. While male YouthMap participants were most likely to earn a higher salary in formal employment, surprisingly women reported having seven of the nine highest salaries. Two were in education, health, or social work activities, and the other five were self-employed in a variety of industries.

When asked their salary, the majority of young people (55 percent overall and 65 percent of those with incomplete secondary education) were paid between 1 to 500 kwacha (< \$US90) per month<sup>19</sup> (see Table 3). Of those interviewed who had no education or “some primary,” no one earned over K1000 (US\$180) a month. When compared with level of education, salary improved with the higher education level. Having a tertiary degree is a considerable advantage in getting hired and earning a high salary, which confirms the value youth place on university degrees and highlights the challenges youth experience in accessing this level of education (explored in the next section).

When asked whether the pay they received was sufficient to cover their ongoing expenses, only 14 percent of youth reported that it was; 24 percent reported that it was almost sufficient; and 62 percent said it was insufficient. Focus group participants often reported this issue: youth felt that salaries were not enough to cover the high cost of living, particularly rent in urban areas—causing many young people to stay with family members. Young people also felt that jobs available to them involved working long hours in poor conditions and offered few prospects for growth and further opportunities.

### Findings: Barriers to Employment Youth Perspective

YouthMap participants reported unemployment to be a major issue affecting young people, and many complained that even when they finished school or university it was very difficult to find a job. Of the 125 YouthMap participants who were not working but looking for work (e.g., through newspaper advertisements and personal contacts), 51 percent had been looking for more than three months; 90 percent of these job seekers had some secondary education or above. Nearly 30 percent had been looking for more than 12 months, including the three YouthMap participants who had university-level degrees (see Figure 4).

Figure 4: Length of time looking for work

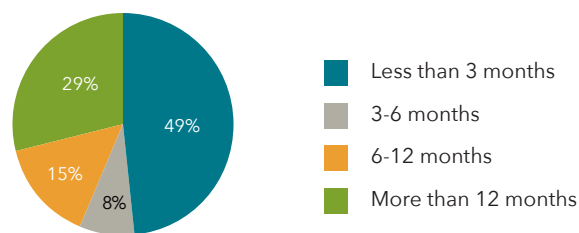


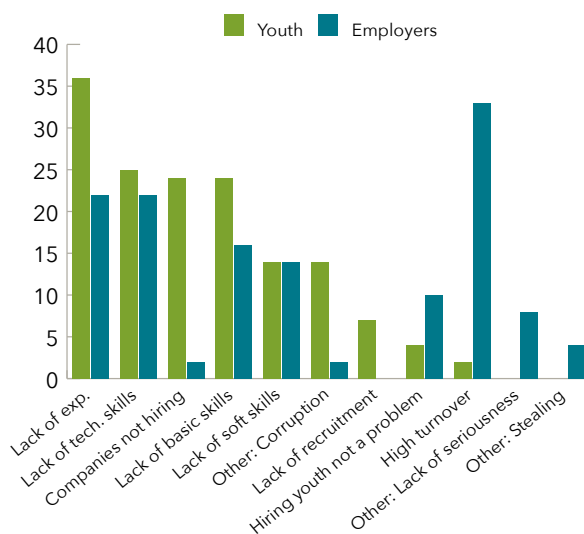
Table 3. Salary by Educational Level

Kwacha	None	Some primary	Primary completed	Some secondary	Secondary completed	University/ College	Technical/ Vocational	Total
<b>1-500</b> (<US\$90)	67%	67%	67%	64%	55%	22%	33%	<b>56%</b>
<b>501 - 1000</b> (US\$90-180)	33%	33%	27%	21%	21%	39%	33%	<b>26%</b>
<b>1001 + (&gt;US\$180)</b>	0%	0%	7%	15%	24%	40%	33%	<b>18%</b>

As shown in Figure 5, the main barriers cited by young people include “lack of experience” (36 percent), “companies not hiring” (24 percent), “lack of technical skills” (25 percent), as well as “lack of basic skills” including literacy and numeracy (24 percent). Youth also frequently identified corruption and nepotism as a barrier, showing that they often felt hiring decisions are not based on merit.

Young people faced challenges in gaining practical work experience, as there were few places with internships. Some entry-level jobs that require no experience were not desirable, as they provided poor salary, difficult working conditions, and minimal chance of promotion. Therefore, some young people preferred to remain unemployed and wait for other, better opportunities. Young people also lacked the skills to apply for jobs (e.g., developing a CV) or to know where to search for job opportunities.

Figure 5: Barriers to Finding Employment: Youth and Employer Perspectives



Levels of youth employment experience tended to matter more in urban areas than rural areas, perhaps due to the increased competition in urban areas. Overall, however, 45 percent of interviewed employers required no work experience for their entry positions, 45 percent required one to two years, and 10 percent needed three or more years. Those requiring more experience included skilled and technical positions, such as accountants and technicians in the telecommunications industry. Unskilled jobs generally required little to no former

experience. While there were job opportunities for both skilled and unskilled jobs, skilled positions tended to be paid better with better working conditions.

Many young people felt another key reason that they were unable to get jobs was that firms were not hiring young people, though employers disagreed. Only two percent of employers noted this as a barrier. The fact that 55 percent of the surveyed firms’ current employees were under 30 years old also supports this point.

### Employer Perspective

While employers agreed that lack of experience and skills are barriers, the highest single barrier (33 percent) preventing them from employing young people was “high turnover” (an issue identified by only two percent of youth). This issue was mentioned frequently in interviews with employers as well as other key informants in the education and employment sectors. They were argued that due to a lack of career focus and direction—resulting from inadequate career guidance in schools—many young people end up training for or accepting jobs regardless of their interest or ability to fulfill the job requirements. As a result, youth frequently transition to other activities—leading to a high turnover rate for youth. While this is surely a factor, only 22 percent of employed young people reported not liking the work they are doing.

Employers also felt that young people’s expectations for entry-level jobs were too high, as argued by one employer in the IT sector in Lusaka: “young people when they start work want to have the company car, the big salary, and the prestige. They don’t see that to get to that stage you have to really work. Salaries on entry-level jobs can be really low, but it’s necessary to start somewhere.” Other key barriers mentioned by employers included a lack of experience and lack of basic and relevant technical skills (across all sectors). See page 16 for a discussion of young people’s soft skills (e.g., written communication skills, CV-writing, time management skills, and integrity).

The multiple discrepancies between young people and employers regarding employment barriers point to a wider systemic issues: lack of communication, inadequate access to information and knowledge, and poorly coordinated strategies/approaches across institutions (companies, schools, CSOs) and sectors (public and private).

Finding employment was a greater challenge for more marginalized youth. Employers reported that girls usually had a harder time finding work than boys given they tended to have fewer qualifications. However, this was not true for all sectors. The tourism sector, for example, was believed to have more jobs available for women. Employers also mentioned that disabled young people may find it more difficult to get a job given that many of the jobs available involved manual labor. The case study noting difficulties faced by a young deaf man in Monze and the barriers he faces in finding work illustrates this point. Employers, however, stated they try and give the disabled opportunities where possible, but, once again, opportunities are limited.

Employers reported that a number of programs and strategies (e.g., internships) had been successful in facilitating young people's ability to earn a livelihood. Although not widely offered due to poor links with educational institutions and a general lack of interest from employers,<sup>20</sup> companies that did offer internships, such as Realtime and Shreeji Investments, said that they were a good way to introduce young people to the working environment and help them develop the skills needed for the workplace. Companies sometimes hire young people who were exceptional during these internships. However, some focus group participants indicated that they felt that organizations sometimes took advantage of interns by getting them to do unpaid work for long periods of time, with no growth prospects.

### Ingredients for Youth Success

- Be proactive, flexible, and innovative
- Obtain education or training
- Develop communication and teamwork skills
- Gain experience through internships or volunteering

### Case Study: Finding Work as a Deaf Youth in Monze

Able is a 21-year-old man who attends the DEAAF School (Deaf Education and Arts for African Families) in Monze. He travels from his home in rural Monze to attend the school, where he learns sign language as well as reading, writing, and other basic skills.

He dreams of one day being a driver, and would like to work to help his family. One day he wishes to have a family of his own.

He has found it difficult to get work. Many young people are already looking for jobs, and given the difficulty deaf people have communicating with others, even their own families, employers are not keen to employ the deaf. He feels that employers discriminate against the deaf and feel they may not be capable to do certain jobs, even though this is not the case. An enthusiastic student who even comes to study at the school during the weekend in his spare time, Able hopes that the education he is receiving will help him get a job in the future.

### Findings: Youth & Entrepreneurship

Entrepreneurship will be a key livelihood avenue for youth to pursue, as the formal labor market cannot absorb those currently seeking work, nor the more than 130,000 new entrants each year. Over a quarter of YouthMap participants are self-employed, operating businesses in 12 different sectors, most commonly in wholesale and retail trade (21 percent) and agriculture, livestock, and fishing (20 percent).

Self-employed youth most enjoyed the work they are doing (57 percent compared to 34 percent of full-time salaried youth). This was especially true for those running registered businesses. Many YouthMap participants, particularly in rural areas, reported that they would like to start their own businesses (e.g., trading), but said it was difficult for them to raise money and they felt they lacked basic skills to operate a business. In rural Monze, a young unemployed male said that he and many of his peers would love to start a business, but it was easier for him to just do gardening or piecework to earn money than to raise capital.

## Case Studies: Improving Job Prospects for Young People

**Being Proactive and Adaptable** – Alick is a 28-year-old entrepreneur in Livingstone who established a youth based organization teaching entrepreneurship skills. He operates a successful business selling stationery. A former professional footballer, Alick didn't know what to do when he lost his job at the football club. After looking at the market in Livingstone, he saw that no one sold affordable stationery. He took a chance and borrowed money from his friends and family to start his own business. He believes the key to his success was adapting to his environment and thinks young people need to look for opportunities in their communities. This could be in the tourism sector in Livingstone or supplying the mines in the Copperbelt.

**Technical Skills and Entrepreneurial Spirit** – Mercy is a 23-year-old who owns her own small restaurant in Lusaka. She finished school and felt she had no job prospects until she saw a catering course being advertised by a youth skills centre and enrolled for the 6 month course. She believes this course gave her the confidence to start her own business. She started small, selling fritters, cakes, and other things from a stall near her home. She then saw a small shop for rent near her home. She got a loan from relatives to pay for the rent and some other items she needed and has slowly built up the business, which is now doing well.

**Volunteering** – Chinyanta is a 26-year-old who lives in Chongwe. With his peers, he set up a youth resource centre which offers services like photocopying for a fee, through which they raise money. Chinyanta started as a peer educator, working with other young people and sensitizing them about HIV. Due to decreasing funding for the program, the volunteers needed to put their heads together to find income-generating activities, which is how the youth resource centre came about. They leveraged the relationships formed through volunteering to build a team. It has been successfully running for two years.

Access to capital remains challenging for aspiring young entrepreneurs who have limited resources to utilize as collateral for even the smallest of loans. Although microfinance institutions (MFIs) slowly are filling this funding gap, the industry and industry regulations are still developing, and the sector is described as “unusually undeveloped, even by African standards.”<sup>21</sup> While there are encouraging signs of reaching financially excluded groups (e.g., rural poor and market women), it is unclear if and how effective MFIs are in specifically reaching out to youth and youth groups.

Employers, NGOs, and youth all reported that technical skills and entrepreneurship training were successful strategies to improve livelihood opportunities for youth. Given the lack of formal sector jobs, all felt that training in these areas could help young people start and develop their own businesses. Some examples of entrepreneurship training offered include an ILO initiative in conjunction with the Alliance of Youth Entrepreneurs, as well as training offered by Vision Fund in Lusaka that helped young people gain the knowledge and business acumen necessary to run their own businesses. Youth who had participated in the trainings were found to be running successful businesses in various areas, including trading, catering, and construction.

Successful practices are documented in the case study above by YouthMap participants and role models from both urban and rural districts who have been able to obtain good jobs and set up their own businesses. Several key lessons can also be learned from the young role models:

- In order to succeed in a job market with few opportunities, young people need to be innovative and proactive when seeking employment or starting their own businesses.
- Young people need to adapt and use the resources at their disposal and spot any gaps in the market where they could earn money.
- Education is important, whether formal or technical, and can improve career prospects.
- Volunteering can give young people opportunities to learn skills and make contacts that could help them in the job market.

### Findings: Youth & Illegal/Illicit Activities

Illegal activities were commonly reported in all districts and mentioned in almost all focus group discussions with YouthMap participants, as a response to the lack

of employment opportunities. Commercial sex work and drug dealing were mentioned more frequently in urban areas, particularly in Lusaka as well as Livingstone, the tourist capital of Zambia and a border town. A female participant in Lusaka described: “looking at the community that we are in, a lot of young girls go out with older men, some involve themselves in prostitution, and for the guys, others involve themselves in drug dealing.” Drug dealing was generally done on an informal basis, with marijuana being commonly sold in markets. Other drugs were not mentioned by participants.

Prostitution was also mentioned to be common in Monze in Southern Province given its location as a transit town, with high demand from truck drivers. Poverty, a lack of career options, peer pressure to maintain a certain living standard, the need to support a family, and a desire for material things (e.g., clothes, food, and mobile phones) were cited as some of the main causes of engaging in illegal activities. In the case of transactional sex, two focus groups reported that some young women engage in it either to find employment or pass their exams, when male teachers or employers may demand sex in return for a job or good exam results.

*For more information on transactional sex, please see page 24 and separate issue brief.*

As noted by a young woman working in a small café in Monze: “Here I am working all month just to receive 200 kwacha (39 cents USD), a girl who works as a prostitute can earn that in a few days. It is dangerous, but salaries are so low (35 dollars USD), and there is so little work you can see why girls do this.”

### Findings: Youth & Natural Resources

Young people were asked about their perceptions of Zambia’s natural resources. They overwhelmingly reported that although they did value their natural resources, if given a choice between gaining an income or protecting the environment, they would choose the former. Responses were similar between rural and urban areas, though young people in rural areas mentioned the

importance of cutting trees for firewood and charcoal, and felt sustainable alternatives would be needed to halt deforestation. A number of young people described how there are so many people who are desperate for money that they have put income and survival needs above environmental concerns.

In terms of promising practices, there are a number of youth groups, such as Zambia Youth Development in Monze and YEN Zambia, that have programs that educate young people about environmental degradation as well as carry out tree planting programs. Such programs involve young volunteers who advocate for sustainable environmental practices within communities. However, given the financial hardships many young people are facing in the short-term, protecting the environment is not a high priority to them.

### Recommendations: Employment/Entrepreneurship

The YouthMap assessment identified key gaps in youth skills, as well as misaligned perceptions between youth and stakeholders regarding requisite job skills. If addressed with an integrated approach targeting youth, these areas offer an opportunity for Zambia to capitalize on its great youth demographic dividend.

- Create links and formal communication structures between the education system and private sector employers, government, and entrepreneurs to align the curriculum and support services with the job market. Clarify actual versus perceived barriers to employment and address actual key barriers to employment. Use these communication links to make young people aware of the skills required to enter certain fields; provide targeted training to acquire relevant skills and understanding of workplace expectations once in that field; and make employers aware of the skills that youth have to offer to their company and industry.
- Encourage companies to establish more internships and incentivize mentorship programs to allow young people to gain experience and prove their ability to succeed in the work environment.

- Establish an accessible database of available jobs and disseminate through SMS, social media, and radio to create an easier interface for youth and employers. The database could be organized by sector, geographic location, requisite qualifications, and other characteristics.
- Through improved links between education and training institutes and the private sector, formalize career guidance and life skills training (e.g., cover letter writing and developing a CV) as a core part of the curriculum at secondary level and above.
- Provide integrated entrepreneurship training so that young people can obtain the technical and soft skills, financing, and support services to operate successful micro, small, and medium businesses.
- Increase young people's role in agri-business, agro-processing, and marketing to expand their economic opportunities and diversify their skills beyond primary production. Also, support young people's engagement with the agricultural sector by providing technical skills training, agriculture extension assistance, and targeted support to make a sufficient and consistent income. Link trainings with practical work experience through apprenticeships, and mentoring (and role models) and also provide access to land, technology, and market information. Access to finance and business development services are also needed for entrepreneurs to address income flows and supplementary revenue opportunities.
- Identify successful role models to inspire and encourage youth to engage in agriculture. Youth cited a lack of successful role models in agriculture as a deterrent to entering the sector

## Education Background

The national education policy, *Educating Our Future* guarantees universal access to basic education (grades

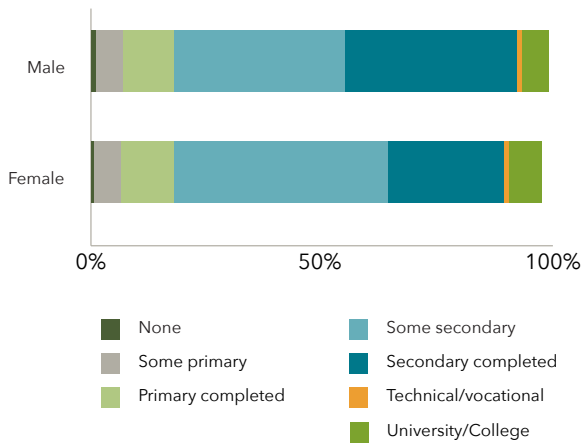
1–12). The *Education Sector National Implementation Framework III (NIF III)* provides the strategy for ensuring free and compulsory education through secondary school. Secondary data indicates that literacy is increasing in Zambia: UNESCO lists the youth (15 to 24) literacy rate as 70 percent for males and 59 percent for females, and a recent UN report indicated a combined rate of 89 percent, and a large increase in female literacy.<sup>22</sup> While girls complete primary school at a greater rate than boys, young men have a secondary completion rate of 43 percent compared to 31 percent for young women.<sup>23</sup> Likewise, more young men attend and graduate from colleges or universities.<sup>24</sup> Vocational training is also a challenge; the NIF III states that, of the 236,000 who left grade 12 in 2008, only 30,000 accessed technical, vocational, and entrepreneurship training,” and those training centers are poorly equipped and staffed.<sup>25</sup>

Recent efforts to address this challenge include the establishment of new tertiary institutions as well as upgrading of existing structures; however, it remains to be seen whether such measures will come to fruition and actually absorb the increasing demand.<sup>26</sup> There has also been a major overhaul of the school curriculum, which will include the introduction of ICT, entrepreneurship education, business studies, design, and technology study, among others. The new secondary curriculum will include a two-tier system of academic and vocational “tracks” and is aimed at enabling learners to have a wider choice of career options. It will be implemented in four stages between 2014 and 2016.<sup>27</sup>

In sum, although there have been large increases in access to primary and secondary education for those from all socio-economic backgrounds, the advantages to Zambia's poor are, according to one World Bank analysis: “obliterated by the effective restriction of university, college, and technical school access to only the very richest members of Zambian society.”<sup>28</sup> It is clear that more progress is still needed for youth at the secondary and tertiary levels to address challenges of access, quality, and completion.

## Findings: Educational Attainment & Opportunities

Figure 6: YouthMap Participants' Educational Achievement



Most YouthMap participants had at least some secondary school education (Figure 6). This included those who are currently in school, those who dropped out, and those who completed. Male participants were more likely to have completed secondary school than their female peers. While there was not a significant difference between educational achievement in the regions, the older youth cohort (ages 25 to 29) was more likely to only have a primary education or below, perhaps a sign of the increasing access to education in the last decade.

Many students, especially those living in rural areas, are only able to access primary education due to limited availability of secondary schools and high costs associated with attending secondary and tertiary education (e.g., tuition, supplies, and travel costs). In urban areas, where more schools are concentrated, young people have better access to secondary education and tend to have better facilities (e.g., science labs). However, lack of space in secondary schools was found to be an issue in all of the districts, as highlighted by one male in Chipata: “In our local high school there is only limited places. One classroom can hold up to 170 pupils, and it is just too many.” Young people also bemoaned the quality of education they receive in schools, where crowded classrooms and limited resources constrain their learning. In all of the districts, there were small, non-formal education and training programs offered by NGOs and churches (e.g., trainings in business and entrepreneurship), and youth centers offering technical

skills training in catering, mechanics, bricklaying, and tailoring. However, space tended to be limited, and the quality of education remains uneven.

Stakeholders affirmed tertiary institutions' lack of absorptive capacity, with the principal of a technical college in Livingstone noting that Zambian tertiary institutions only had the capacity to take on 40 percent of graduates. At the tertiary level, there are both academic and technical/vocational courses open to Zambian students. However, FGD participants noted that most young people would prefer to go to an academic university over a technical college, as they are perceived to have higher prestige—but space and financial resources serve as key limitations even for the highest achieving students.

Overall, rural young people are at a disadvantage, because the vast majority of education institutions and financial resources are in urban areas. Although the government and some NGOs were reported to offer some scholarships and bursaries, young people noted that very few students were able to receive these bursaries, and corruption prevented them from being available to the most needy and vulnerable students.

### Findings: Decisions to Leave Education

Of the 27 percent of YouthMap participants who were early school leavers, 53 percent were female and 47 percent were male. Many key informants noted social and cultural drivers of early dropout, indicating that young women remain particularly vulnerable due to social and cultural norms (Table 4). For example, marriage for young women is still seen as an acceptable tradition in rural areas; young women experience pressure to marry in order for their family to collect the *lobola* (bride price) from the man, contributing to early school dropout.

“It is important to show youth that society values their education by providing young people with the necessary resources. Many schools, particularly those in rural areas, have few resources and you may not find a teacher to teach them. If society does not value young people's education, how can we expect youth to value it?”

—Principal, Lusaka

**Table 4. Drivers of dropout (and locations)**

FOR YOUNG WOMEN	
Rural Drivers	Rural and Urban Drivers
Initiation ceremonies that keep girls out of school for months <sup>29</sup>	Early pregnancies
Early marriages	School fees
Distances to schools	
FOR YOUNG MEN	
Early marriages	Economic activities that push men to travel away from their communities
Engagement in the traditional practices such as <i>nyao</i> common in Eastern province <sup>30</sup>	Alcoholism and drug abuse
	School fees

Encouragingly, interviews revealed that government and other stakeholders (i.e., NGOs and religious institutions) have played a positive role in encouraging a gender balance in the education system. Some local communities have adopted the concept of “educating a girl is educating the nation” to encourage equitable access and education attainment. For example, one of the major strategies implemented by the government to prevent dropouts has been to provide second chance opportunities for young mothers. Stakeholders noted this strategy has been relatively successful, although girls still face stigma from fellow students and teachers upon their return (see case study).

The government, along with a number of NGOs such as the Forum for African Women Educationalists of Zambia (FAWEZA)<sup>31</sup>, offer bursaries to encourage young women to stay in school. Also, stakeholders from community education committees encourage parents and guardians whose children are missing school to monitor and encourage them to consistently attend. These committees also work collaboratively with the local police stations to provide systemic support for school attendance. Another strategy employed by rural communities that lack the capacity for boarding is to allow ‘weekly boarding’ to ease access for youth living long distances from the school.

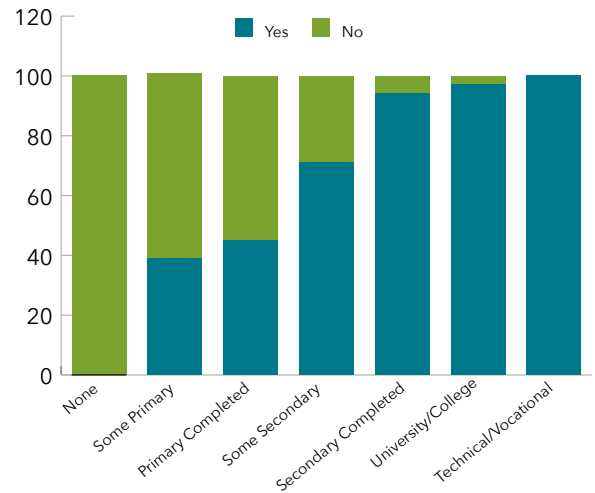
### Case Study: Dropout due to pregnancy

Martha is 20 years old and from Chipata. She dropped out in grade 10 when she got pregnant, and spent two years at home before going back to school to sit for exams. She found it difficult going back, because she was teased by people in her class and felt teachers looked down on her. She also had more responsibilities at home. Her final grades were poor, but she still dreams of being a nurse and has saved up to retake her exams.

### Findings: Technical and Soft Skills

Although 75 percent of youth felt they were prepared for work given their educational background (Figure 7), there was a very clear correlation between higher education attainment and feeling of work preparedness.

**Figure 7: Do you feel prepared for work?**

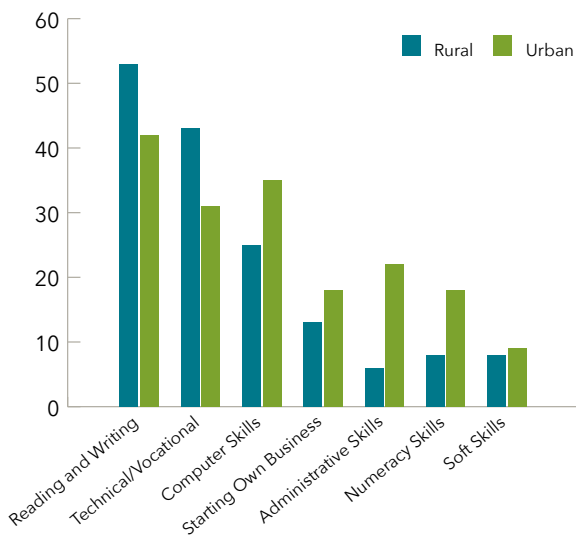


The lack of basic reading and writing skills was the most common reason given overall by young people who did not feel prepared to find work (47 percent)—highlighting the need for the government and donors to focus on improving literacy and numeracy instruction quality in schools.



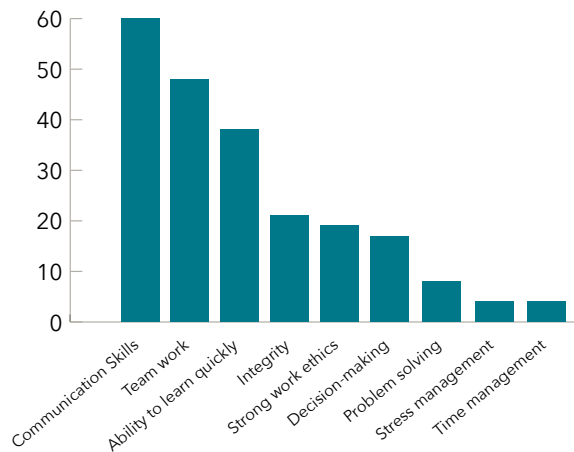
Urban youth focusing more on computer, entrepreneurship, and administrative skills than their rural counterparts (see Figure 8). These skills distinctions may be indicative of the different job prospects perceived to be available in each location. Overall, however, youth perceptions of skills needs aligned well with most of the critical technical skills valued by employers, who most commonly cited reading and writing, numeracy/math skills, computer skills, and industry relevant technical skills as most important.

Figure 8: Skills Young People Feel They are Lacking



Twenty-two percent of employers interviewed said that Zambian youth generally lack many technical and soft skills relevant for the job after leaving education. Young people also felt that one of the major barriers preventing them from getting a job was a lack of technical and basic skills for the workplace. Employers also noted the need for soft skills (which youth did not self-identify as a high need), which are not adequately covered by education institutions. The soft skills most demanded are communication, teamwork, and the ability to learn quickly (Figure 9).

Figure 9: Critical Soft Skills Demanded by Employers



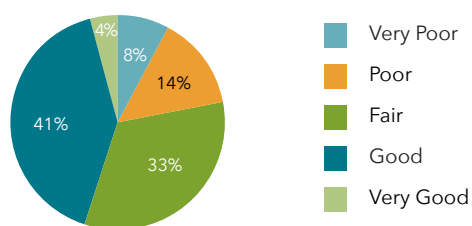
In interviews with educational institutions, one of the major gaps mentioned by key informants at both the secondary and tertiary level was that the development of soft skills is rarely a priority, and the introduction of soft skills could increase young people’s readiness for the workplace. Although life skills became part of the curriculum in 2007, a study by UNICEF found it has not been well coordinated, and many teachers do not fully understand the key objectives of soft skills education. As a result, the Ministry of Education has collaborated with UNICEF to develop a more comprehensive soft skills framework.<sup>32</sup>

### The Private Sector:

#### Do they value education in Zambia?

When it came to educational requirements, education mattered to the employers interviewed; 31 percent of entry level jobs required a secondary school certificate and 33 percent of jobs required a college or university degree. Many employers said they tended to hire applicants with higher qualifications given the number of young people with qualifications looking for jobs. Focus group discussions also reflected these sentiments; young people of both genders believed some employers would overlook them if they did not attain a certain level of education.

Figure 10: Employer Perspectives: Quality of Education of Employees Prior to Joining Company



Employers felt that in many cases, schools and universities steered young people to jobs in the formal sector despite limited employment opportunities, and that much of the education they received was too academic and not practical for the workplace. As seen in Figure 10, 22 percent of employers felt the education their young employees had received was either “poor” or “very poor,” 33 percent felt it was “fair,” and 41 percent thought it was “good”. The employers who marked education quality as being “good” came from sectors that hired higher educated and skilled entry-level employees—a positive indicator for the potential of providing the private sector with highly trained entry-level employees.

Some technical colleges and universities interviewed did make efforts to connect with the private sector by linking students with internships. Such placements tended to lean more towards technical courses such as engineering and mining, whereas there were fewer opportunities for other courses such as tourism and business. At the secondary school level, there was little evidence of schools linking with the private sector, which is clearly reflected in the major strengths and weaknesses of the Zambian education system cited by employers (Table 5).

Table 5. Employers Perception of Education System

Major Strengths	Major Weaknesses
Students learn basic skills	Curriculum is too academic
Students learn work ethic	Little career guidance
Students learn initiative in face of poor resource environment	Few soft or entrepreneurship skills
Wide range of subjects	Does not prepare young people for work place
	Exam leakages
	Major gaps in vocational training

## Recommendations: Education

Although progress has been made in primary school enrollment across gender and locations, the YouthMap assessment identified curriculum mismatches and challenges in Zambia’s education system. The current overhaul of the secondary and higher education system provides an opportunity for constructive structural changes to prepare Zambia’s youth to become active, educated, and productive citizens.

- Create links and formal communication structures between the education system and private sector employers, government, entrepreneurs, etc. to align curriculum and support services for the job market. Use these communication links to make young people aware of the skills required to enter certain fields, the expectations once in that field, as well as making employers aware of the skills and training youth have to offer.
- Align education institutions to the needs of the labor market. Incorporate more effective soft skills instruction into the formal education curricula for secondary and tertiary. Given the lack of jobs in the formal sector, increase the number of educational institutions teaching entrepreneurship skills and training.
- Provide second chance opportunities for school leavers through partnerships with NGOs and training centers.
- Increase the number of scholarships and bursaries, and improve oversight and management of distribution, for students who are financially at risk of dropping out (e.g., rural young women, OVC, and disabled youth).
- Provide comprehensive gender-sensitive sexual reproductive health teaching within the education system to mitigate the number of early pregnancies.
- Invest in schools and classrooms (e.g., reduce class sizes and increase number of books and other learning materials), demonstrating commitment to students and the value of education, particularly in rural areas.

- Engage strong secondary and university students in voluntary tutoring or mentoring at the primary level to build children’s basic skills, and encourage volunteerism for successful young people and positive role modeling.
- Include, adapt, and utilize technology to create curricula that increase literacy and numeracy. Additionally, train teachers in effectively delivering curricula, helping to increase their capacity.

## Healthy Lifestyles

### Background

Zambia has been combating the HIV/AIDS epidemic for more than 25 years. Nevertheless, only 39 percent of youth ages 15 to 24 have comprehensive, correct knowledge of HIV/AIDS (38 percent of females; 41 percent males).<sup>33</sup> Although some progress has been made in mitigating the impact of HIV on young people, prevalence levels remain high, with six percent of females and four percent of males ages 15 to 19 reported to be HIV positive.<sup>34</sup> HIV prevalence rates and gender disparities are more pronounced in older age cohorts: 12 percent of young women ages 20 to 24 are HIV positive, compared to five percent of their male counterparts.<sup>35</sup> Young people, especially young women, remain highly vulnerable to HIV as a result of multiple interconnected socio-economic factors that continue to pose significant health challenges.<sup>36</sup> These factors include poverty, cultural norms that limit young women’s education and economic prospects, a knowledge gap when it comes to HIV and STIs, and social stigmas associated with young people’s utilization of SRH services.

The HIV response in Zambia is well enshrined in the Zambian constitution, and is generally conducive to a rights-based approach to HIV programming among young people. However, the current laws leave gaps in coverage by not clearly prohibiting discrimination against marginal and at-risk groups (e.g., homosexual populations and sex workers), which limits them from procuring services through public programs. Young people are particularly affected, because they tend to comprise a large proportion of such populations.<sup>37</sup> While SRH education is embedded in the school curriculum, school based sexuality education has been found to be uneven and dependent upon teacher mastery of and comfort with the subject—leaving youth vulnerable to

“New infections amongst young people are due to “poor comprehensive knowledge of HIV; gender inequality; poverty; and the combination of transactional and inter-generational sex, early marriage, alcohol use, peer pressure and the negative gatekeeper attitudes towards condom promotion among young people.”

— Dr. Clement Chela, NAC Director General

misinformation. Additionally, issues of SRH have been found to be inextricably tied up with culture, religion, and gender norms, which often conflict.

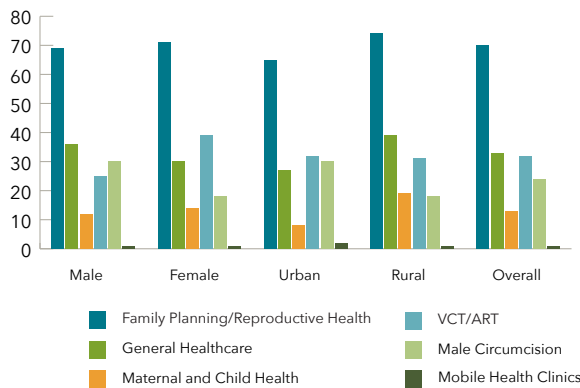
Gender inequality leaves a large footprint in the lives of young women, and manifests itself through their interpersonal and sexual relationships. Young women are particularly vulnerable to gender-based violence (GBV), with more than 28 percent of 15- to 24 -year-old females having experienced physical violence.<sup>38</sup> Moreover, the 2007 Demographic Household Survey revealed that more than half of young females ages 15 to 24 thought wife beating was justified under certain conditions. Social isolation, economic vulnerability, and a lack of access to healthcare prevent healthy transitions into womanhood for many vulnerable adolescent girls in Zambia.<sup>39</sup>

### Findings: Health Services—Utilization, Availability & Youth Friendliness

Health services available to young people in Zambia include general health services, SRH services (including the provision of contraceptives), voluntary medical male circumcision (VMMC), voluntary counseling and testing (VCT), and immunizations and mother and child health. As displayed in Figure 11, when asked which health services young people use most frequently,<sup>40</sup> over 70 percent of youth participants mentioned family planning and SRH. The higher utilization of overall health services in rural versus urban areas may be attributed to increased vulnerabilities (e.g., less access to clean water and sanitation<sup>41</sup>, lower quality nutrition, and lack of immunization<sup>42</sup>) and higher rates of incidence that require medical treatment (e.g., malaria<sup>43</sup> and early pregnancies) in those areas. More than 30 percent of those surveyed also mentioned general healthcare and VCT. Given the very high utilization of family planning services by youth of both genders, this is a driver for health programming that can positively impact youth.

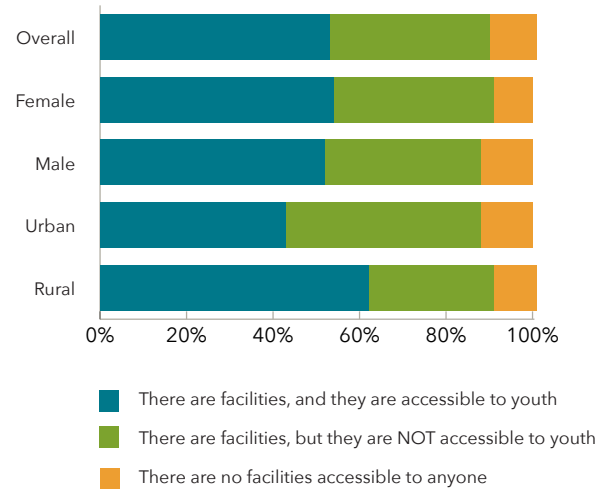
Notably, young women (39 percent) mentioned VCT more frequently than men (25 percent). This finding was consistent with the *2009 Zambian Sexual Behaviour Survey*, wherein 41 percent of females ages 15 to 24 reported having undergone a voluntary test for HIV, compared to just 19 percent of males. Young people noted that culturally, young women are called on to bear more of the responsibility in maintaining SRH health—possibly explaining the discrepancy in service utilization. Very few of the young people surveyed mentioned using mobile health clinics, due to the fact that these services were rarely provided within their communities.

**Figure 11: Health Services Most Utilized by Community Youth**



The YouthMap assessment found availability and quality of these services differs significantly between study locations. Young people in rural areas were at a particular disadvantage, because they had farther distances to travel to the nearest health center. Rural youth also described these centers as often under-staffed, under-stocked, and under-trained to provide care to youth (Figure 12).

**Figure 12: Availability and Access of Health Services**



The quality of health centers was reported to be worse in the rural districts, particularly Petauke and Monze, whereas young people in Chipata, Livingstone, and Lusaka were slightly more positive about the quality of their health services. Additionally, it was found that young people not only turned to government health centers to access health services, but also occasionally to NGOs and private clinics working in the health sector. This was particularly the case for SRH services; there are a number of NGOs in this sector that provide voluntary VCT and VMMC services.

Despite the additional health services, young people overwhelmingly felt that the government should be responsible for providing their health care (71 percent). Only 12 percent thought young people should be responsible for funding their own healthcare, and another 12 percent felt their family was responsible. Young people are looking to the government to subsidize and provide high quality care, suggesting additional funds and donor support could be directed at building and buttressing government centers.

Even when health services are available, major hurdles remain in providing high quality health service to young people. Major challenges, noted by stakeholders, are listed below:

**1. Fear and misconceptions among young people regarding health services:**

In a focus group in Chipata, some youth believed that injectable contraceptives would make you permanently infertile. Participants in both Eastern Province and Lusaka mentioned that some young people believe that contraceptives were linked with cancer.

**2. Long distances to health centers, particularly in rural areas:**

In order to overcome this challenge, the young people interviewed felt that the government should provide more mobile health services.

**3. Illiteracy among young people:**

Health personnel should go into communities to educate young people who are unable to read and understand health-related education materials and posters. Additionally, it was mentioned when speaking to NGOs who deal with the disabled that disabled youth, particularly the deaf, are often excluded from HIV/AIDS interventions. They felt focused programs should intentionally target this group.

**4. Cultural and religious issues:**

YouthMap participants reported that many churches preach abstinence before marriage. This presents a challenge for young people who wish to openly discuss SRH related issues as well as access contraception. Stakeholders noted the challenge of overcoming the cultural stigma attached to contraception and maternal health services. One NGO program officer, working on HIV issues in Livingstone, reported that young people felt uneasy going to health centers to get contraception because they are made to feel immoral. This is due to both cultural and religious beliefs that frown upon premarital sex; youth may even be asked by the health staff why they need a condom. This issue was frequently mentioned in focus groups from all the districts, where traditional values dictated that it was “taboo” to go to the clinic to access condoms as they were too young.

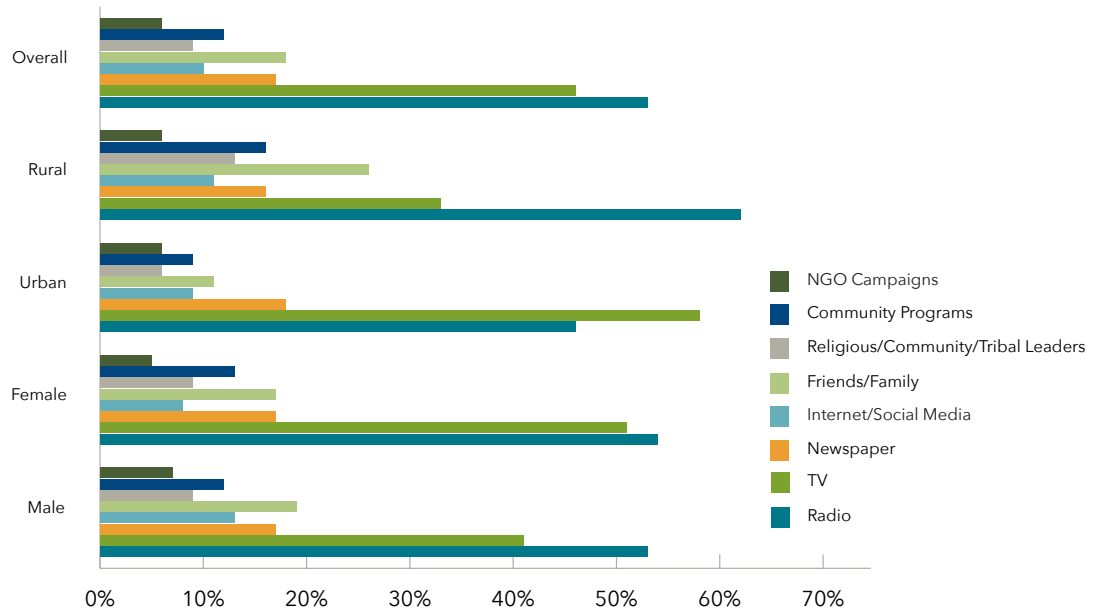
**5. Lack of youth-friendliness—e.g., confidentiality, physical spaces:**

It was reported that women felt more comfortable going to the clinic than men, as clinics were generally seen as a place for women—particularly for contraception, which was seen to be more of a “woman’s responsibility.” The lack of comfortable physical spaces for evaluation and treatment also serve to dissuade youth from accessing health services. Confidentiality was a major issue, with many young people afraid that the health center staff would report back to their parents if they were to go and ask for contraception. For example, a stakeholder recounted that at one health clinic, services required parental consent. The issue of youth-friendliness was prominently mentioned by young people when discussing hurdles to accessing health care. Therefore, an efficient and cost-effective way to improve youth health would be to augment existing health centers to include youth designated spaces or center hours, and train workers on how to more effectively serve young people.

**Findings: Health Communication—Making an Impact on Young People**

There were several communication approaches mentioned by both young people and organizations working on issues such as HIV/AIDS which were found to be effective. When surveyed about their top two choices, young people overwhelmingly cited radio and television as being their most trusted sources of health related information. This was confirmed by key informants engaged in health related programming. Young people in rural areas rely more on radio, while urban youth reported TV as their most trusted source, including a higher percentage of females than males. Friends and family were also a significant source of trusted health information in rural areas, while much less so in urban areas. Newspapers were equally significant for both genders, and slightly higher for urban areas (see Figure 13).

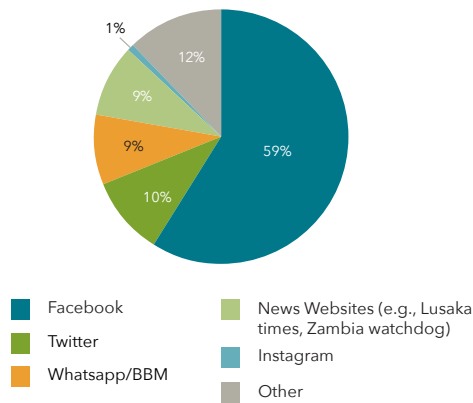
**Figure 13: Most Trusted Source of Health Information**



Notably, the internet and social media was found to be more trusted among younger youth (18 percent of 15- to 18-year-olds; 10 percent of 19- to 24-year-olds; and just three percent of those 25 to 29). This suggests that younger generations are turning more towards the internet and social media as a key source of information, especially Facebook (Figure 14), which was mentioned frequently as being used by young people, particularly in urban areas.

There are significant differences between urban and rural locations, as youth in urban areas tend to have better access to the internet. Sixty-two percent of rural youth never had access to the internet compared to 34 percent of urban youth. One-quarter of urban youth had access to the internet “Everyday” compared to 11 percent of those in rural areas (Figure 15).

**Figure 14: Popular Social Media**



**Figure 15: Internet Usage**

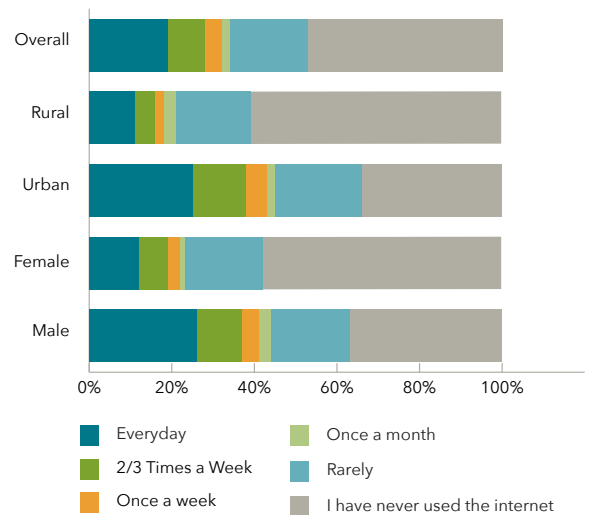
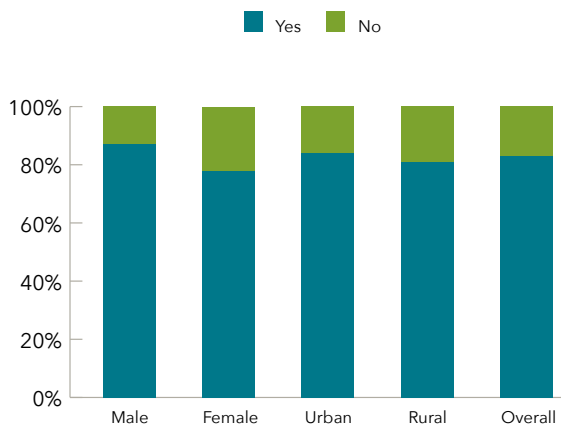


Figure 16: Mobile Phone Ownership



One innovative approach to health communication is the UNICEF U-Report, which allows young people to ask questions related to SRH by texting. Approaches like this, if well implemented, could be successful given significant mobile phone ownership—over 80 percent of YouthMap participants in all research locations (across gender) own a mobile phone (see Figure 16).

In addition to ICT communication channels, key informants also shared three strategic approaches towards effectively communicating healthy behaviors to young people: one-on-one sessions; interactive group sessions; and mass media (radio, television, and social media). Each method holds both advantages and drawbacks, displayed in Table 6, for potential effective communication channels.

In terms of drivers of negative behavior—including unsafe sex, alcohol, and drug abuse—young people felt they were caused by: peer pressure; lack of alternatives (e.g., recreation facilities); and high unemployment rates, which generated feelings of hopelessness and insecurity. Alcohol and drug abuse were reportedly fueled by the lack of viable productive alternatives as well as the easy availability of cheap alcohol. Bars were reportedly not strict with their entry policies, letting in those under 18.

To overcome these factors, young people felt positive influences such as family and friends, mentoring by adult positive role models, education, access to youth groups,

Table 6. Health Communication: Negative and Positive Aspects

Communication Approach	Positive Aspects	Negative Aspects
<b>One-on-one sessions</b>	<ul style="list-style-type: none"> <li>• Young people feel comfortable to ask any question and will open up more</li> <li>• High Impact: You can allow someone to explain the situation they are in and get individual advice</li> </ul>	<ul style="list-style-type: none"> <li>• Limited reach</li> <li>• Expensive to implement</li> <li>• More difficult to reach young people in remote, rural areas</li> <li>• Quality of intervention is uneven, depends on experience/knowledge of provider</li> </ul>
<b>Interactive Group Sessions</b>	<ul style="list-style-type: none"> <li>• Peer-to-peer interactions and share information and advice</li> <li>• Wider information gathering about issues affecting young people in the community and implement relevant programs</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes difficult to reach youth who are not in school/organized youth groups</li> <li>• Difficult for interactive sessions to be done in remote, rural areas due to the cost implications</li> <li>• Quality of intervention is uneven, depends on experience/knowledge of provider</li> </ul>
<b>Mass Media: Radio, Television, Internet and Social Media</b>	<ul style="list-style-type: none"> <li>• Reach many young people through mass media, and interact with them through phone-in shows</li> <li>• Cost effective: reach many young people at a lower cost</li> <li>• Youth trust radio and TV</li> <li>• Easier control of information/messages for quality/accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• More difficult to reach young people in remote rural areas, who are less likely to have televisions or radios</li> <li>• Excludes certain groups such as deaf youths who are unable to utilize some of these media sources</li> </ul>

and recreational activities would facilitate positive avenues and opportunities and allow youth to set their own goals for the future.

### Case Study: Promoting Healthy Behavior

Thomas is a 28-year-old teacher and sports leader from Kaunda Square Compound in Lusaka. In his teens, he was involved in under-age sex, drugs, and alcohol, as were many of his peers. He was unemployed and felt like he had few prospects in life. This all changed when he was first sponsored through community school and then later joined the NGO Sport in Action as a peer educator and leader. He believes the key to healthy living is education which can “open all the doors in life to success” and being actively involved in activities and programs will provide youth the opportunity to learn and make positive use of their free time.

### Findings: Gender Based Violence and Transactional Sex

GBV was reported to be common by key informants in both urban and rural districts, while focus group participants reported that the root cause in many cases was the belief that a wife is her husband’s “property”. Young people reported that men can also be victims of GBV, as there have been reported cases of wives abusing their husbands. While GBV is seen as acceptable among youth—particularly men against women—sensitization campaigns (e.g., by the YWCA and the Zambia National Women’s Lobby) promoting an end to GBV are starting to change this perception. Utilizing effective communication mediums and strategies will be critical in continuing to educate and influence youth perspectives on GBV.

Transactional sex and prostitution were mentioned frequently by both young women and men in focus groups across all research locations. Notably, young people’s perceptions on the activity were fairly neutral (i.e., understanding the motivators for engaging in the activity), or even positive—which is concerning given that inter-generational sex is one of the key drivers of new HIV infections.<sup>44</sup>

### Recommendations: Healthy Lifestyles

The YouthMap assessment identified key progress made in public health and health care across Zambia; however, gaps still exist in youth accessing quality health services for their SRH and general health needs. Promoting positive health behavior and mitigating negative health impacts due to cultural influences will be imperative in raising Zambian youth well-being.

- Identify and train health workers regarding the importance of providing sensitized care for young people, especially when dealing with SRH issues, and the need for patient confidentiality.
- Increase mobile health centers to provide access to young people, particularly for rural youth.
- Establish youth-friendly corners in health centers to ensure that young people are able to access the services they need without fear of stigma, judgment, or lack of confidentiality.
- Leverage positive role models to mentor and empower other young people to champion healthy behaviors and decision-making in their communities, especially young women. Youth can be trained as peer educators and community outreach workers to lead training sessions and support groups to disseminate health information.
- Provide access to information through youth-friendly health programming (e.g., fostering debates around the key issues—relationships, GBV, STD, HIV/AIDS, SRH, drugs and alcohol—which affect the health of young people), utilizing multiple key mass media sources such as radio, television, SMS, and social media in order to positively impact youth decision making.
- Train young people to be peer educators and/or assistants in health clinics, especially in rural areas, to increase the stock of health workers and assist in creating youth-friendly health centers.



- To reach out-of-school youth with sensitive health information, take advantage of in-school youth and their connections to their out-of-school peers. Equip in-school youth to share accurate health information and inculcate a desire to serve their community by being a conduit of health information in their communities, especially to their out-of-school peers.

## Political and Civic Participation

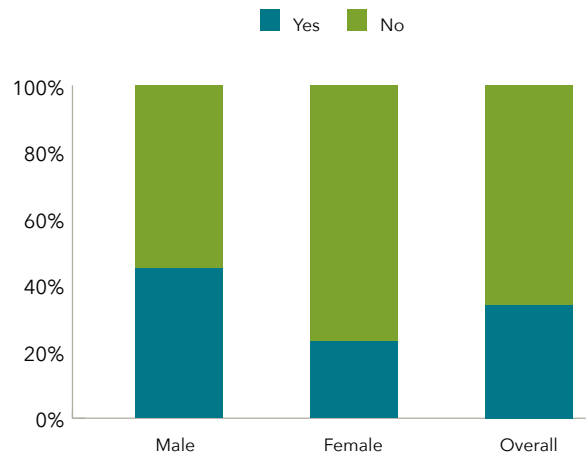
### Background

Zambian youth participation is a key aspect of the National Youth Policy and is facilitated by bodies such as the Youth Development Council and Youth Parliament. Despite these public bodies supporting youth engagement, they are not widely known, and inclusive youth participation in national institutions (e.g., the National AIDS Council or the Ministry of Health) is limited.<sup>45</sup> Although Zambian leaders tout youth as being the future leaders of the country, many young people reported feeling marginalized by older party members being promoted to positions of power within government and other national bodies.<sup>46</sup> Additionally, the 2013 UN Report highlights the dearth of training and leadership opportunities, especially for girls and young women.<sup>47</sup> The government has attempted to promote youth involvement in democratic processes by introducing civic education and voter education programs into the secondary school curriculum, but these efforts were never mentioned by young people in this study.

### Findings: Political Participation

Much of government policy has a direct or indirect impact on the daily lives of young people; nevertheless, they play only a minor role in Zambia’s decision making arenas. Youth participants frequently mentioned that they felt excluded from the political process, as many political leaders are over 50 years old. Even those who are seen to “represent” young people are over 40—leaving leaders out of touch with youth issues and disinterested in authentically engaging youth. Young people in all research districts wanted more positive ways to participate in the political process than the current opportunities, where their principal involvement in politics is campaigning for certain candidates in *cadres*.<sup>48</sup>

Figure 17: Youth Politically Active



Only 34 percent of youth interviewed said they participated in the political process in any way, including voting (see Figure 17). Participation was particularly low among young women, with only 23 percent of females saying they participated in politics, compared to 45 percent of young men.

Many female participants said they felt that politics in Zambia was a “man’s game” and that most politicians in Zambia are men who do not deal with women’s issues; again suggesting the need for more programs to empower young women to become more involved in political life. Those who were employed were more likely to be politically active, with those in school the least active (given many of those interviewed were too young to vote).

Despite their feelings of marginalization, young people were seen as critical to the outcome of the 2011 general election—displaying the high impact potential of young people on the political system. Restless Development reported that “young people were at the forefront of ushering in of the new government led by Patriotic Front Leader Michael Sata.”<sup>49</sup>

**Table 7. Main Reasons for Political Non-participation**

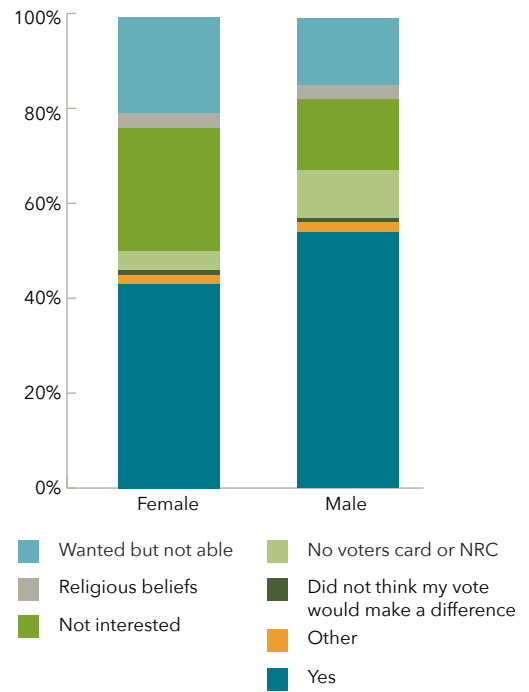
	Male	Female
Not Interested	31%	51%
No time (school)	14%	13%
No Voter Card	12%	10%
No Opportunities	14%	7%
Underage	3%	6%
No NRC	9%	4%

Overall, the most commonly cited reasons given for the lack of participation were a “Lack of Interest”<sup>50</sup> (43 percent), “No Opportunities” (10 percent), and “No voter’s card” (11 percent)—particularly common in Petauke. Although only three percent of YouthMap participants reported they could not participate for religious reasons, this was an issue which came up frequently in group discussions, where those who were Jehovah’s Witnesses were not allowed to participate in politics due to their religious beliefs (Table 7).

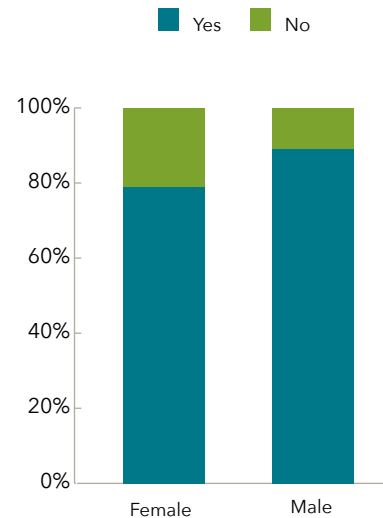
Across the spectrum, young women and the unemployed appear to have less involvement in politics, with many attributing their non-participation to a lack of interest. Those who were unemployed also reported that they did not have time to be involved in politics, given the need to pursue income-generating activities. This was even said of voting, where high opportunity costs (e.g., waiting several hours in line to vote instead of working) restricted participation.

Despite low levels of participation in political activities, even voting in the previous election (Figure 18), 84 percent of those interviewed reported that they intended to vote in the next general election, as they now wanted to make a change within their communities and make an impact on the political process (see Figure 19).

**Figure 18: Did You Vote in the Last Election? (Age-eligible only)**



**Figure 19: Are You Planning to Vote in the Next Election?**

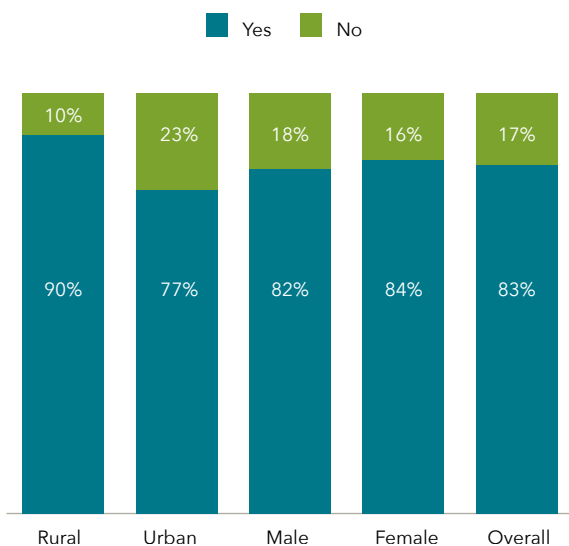


In order to take more of an interest in politics, young people requested more opportunities to participate positively in Zambia’s political life, particularly by becoming more involved in decision making at local and national levels. Another key factor was to increase the number of young people in leadership positions, so that political leaders are more in tune with the needs of the young people.

## Findings: Civic Participation

Overall, YouthMap participants were more positive and engaged in civic life than political activities—principally through religious activities, volunteering, and youth groups. Young people were very positive about the benefits of civic participation, which promoted healthy lifestyles through sporting activities, avoidance of risky behaviors, skills development, as well as the chance to contribute positively to their communities.

Figure 20: Youth Civically Engaged?

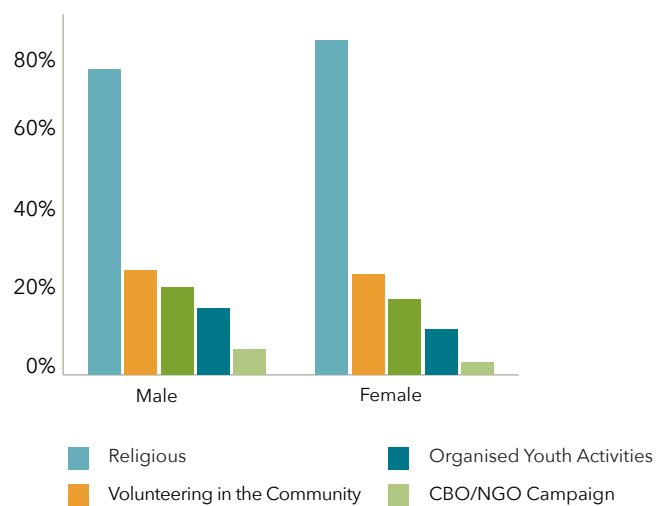


Eighty-three percent of YouthMap participants said they were involved in some civic activities, with similar levels of participation between young men and women and slightly higher in rural areas compared to urban areas (Figure 20). Those who did not participate in civic activities cited their primary reasons as a lack of interest, a lack of opportunity, as well as a lack of time due to school or work. It was felt that those who did not participate did not know the benefits, and did not want—or were unable to volunteer for—unpaid activities.

As displayed in Figure 21, religious activities are overwhelmingly the most common civic activity in which young people are involved. This was particularly the case in rural areas, where 82 percent of rural youth participated in religious activities, which correlates higher levels of civic engagement in rural areas as compared to urban locations.

A large number of young people also were involved in sporting activities and volunteering. During key informant interviews, it became clear that the majority of youth participation in civic activities takes place at the community level through community based youth groups, churches, and sporting activities. There are generally few opportunities for young people to participate in civic activities at the national level, and few leaders within civil society are youth.

Figure 21: Main Civic Activities



Youth noted the education system and other youth focused programs should encourage volunteerism, allowing young people to become active and experience activities that could expand and expose youth to new experiences and people.

“It seems that a lot of the youth in Zambia seem to want to sit and wait around and wait for something to happen to them. They need to be more proactive in searching out opportunities and should learn to do things for themselves as well as to give back to their communities. Through volunteering people can see what you are capable of, and you may even be offered a job through this.”

—Young NGO Leader, Livingstone

## Findings: Youth Contributions to Development and Change

One of the main ways in which participants felt they would be able to contribute to development and change was to meet more as young people to discuss development issues which are affecting young people's lives in Zambia. It was felt that a major constraint was the lack of a forum through which youth voices can be heard, as well as a lack of interest in and understanding of political and developmental issues. Additionally, it was felt that by expanding and improving the quality of educational opportunities as well as employment opportunities through skills training, more youth would be empowered to help develop their communities.

As shown in Table 8, the perceived link between economic empowerment and youth contribution to development and change demonstrates the importance youth place on skills development (e.g., leadership and soft skills). Access to relevant information and the creation or expansion of channels for participation were also deemed important, along with mentoring which may present an important programming option, especially for young women.

Table 8. Pathways for Increasing Youth Contribution to Development and Change

Youth Responses	Male	Female
Skills development	67%	57%
Access to relevant information	42%	45%
Creation or expansion of participation channels	37%	40%
Mentoring	20%	31%
Leadership positions in traditional/ government structures	9%	13%
Other	5%	7%

## Findings: Perceptions of the Youth

Stakeholder perceptions of young people varied. Key informant responses (summarized in Table 9) in urban areas highlighted young people as unproductive, often linked to high unemployment. In rural areas, even though young people may not have a formal job, youth are actively involved in agricultural work and other piece-work for their families. These perceptions will need to be considered as youth engage wider society—where political and community leaders are comprised of older adults.

Table 9. Perceptions of Young People

Area	Positive Perceptions	Negative Perceptions
Urban	<ul style="list-style-type: none"> <li>• <i>Young people are a resource:</i> Youth are energetic and active and can contribute positively to Zambia's development.</li> <li>• <i>Young people are partners in development:</i> Young People are not passive partners but have valid opinions and ideas about how Zambia can be developed.</li> <li>• <i>Young people can be leaders:</i> Young people given the chance can be effective leaders, bringing new ideas to the fore.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Young people are a problem which need to be fixed:</i> Young people tend to be unproductive, hanging around the streets, drinking, doing drugs, and having underage sex.</li> <li>• <i>Young people are unskilled:</i> Young people lack skill and experience, and they cannot be trusted with loans.</li> <li>• <i>Young people are unemployable:</i> Young people are not serious in their employment and will not work hard for their money.</li> </ul>
Rural	<ul style="list-style-type: none"> <li>• <i>Young people have much potential but lack opportunities:</i> Young people lack the educational and other resources to succeed, despite great potential</li> <li>• <i>Young people are partners in development:</i> Young People have valid opinions and ideas about how Zambia can be developed.</li> <li>• <i>Young people are an asset to their communities:</i> They help do a great deal of the agricultural work, even when in school</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Young people from rural areas are not as well educated and are unskilled:</i> Those coming from rural areas into town face difficulties as they have lower education than their urban counterparts. They also lack computer skills necessary for the modern world.</li> <li>• <i>Education is not valued in rural areas:</i> It is felt by some that as young people in rural areas will end up mainly doing low skilled, labor intensive agricultural activities, education is not important</li> </ul>

## Recommendations:

### Political and Civic Participation

The YouthMap assessment identified limited youth participation and leadership at the community and national level, highlighting an opportunity for stakeholders and young people to actively carve out space for youth, particularly young women, at all levels of Zambian society. Young people expressed a strong desire to engage both politically and civically in order to contribute to the development of their communities and country.

- Create positive opportunities for young people to grow their interest and contribute to political dialogue through youth-centered forums, events, television, and radio programming. Join young leaders/role models who are knowledgeable and interested in key issues with older leaders that will champion youth leadership development and engagement.
- Promote women's leadership opportunities, through the creation of targeted female empowerment programs such as the Women in Governance program run by the Zambia Episcopal Conference. Mentorship should be a critical component of these programs.
- Create channels of experiential leadership training and learning opportunities within public sector offices and civil society organizations (e.g., mentorships, model UN-like system, internships within companies and organizations with leaders).
- Promote the benefits of volunteerism to young people by installing compulsory volunteer programs within schools and colleges. Programs should be youth led (i.e., youth identify service opportunities, rally resources, and execute), while receiving guidance from staff.
- Increase the number of and access to tertiary institutions and skills training centers for young people as well as forming youth groups to advocate for the rights of young people at the national level.
- Provide more recreation facilities for young people, such as sport facilities and youth centers, so that young people have positive outlets and are less likely to engage in risky behaviors such as underage sex and drinking.
- Integrate mobile phone applications (e.g., SMS and social media) as a cost-effective way to facilitate political and civic participation. Mobile technologies could be used to disseminate information on opportunities and key political issues, allowing for rapid real-time deployment of information that can help foster immediate interest and consistent demand from young people to be aware of issues and policies that affect their lives.
- When training CSOs, ensure the inclusion of youth associations as well as youth-serving, youth-led, and youth-advocacy groups that might be organizationally less mature and too often overlooked. To the extent possible, equip CSOs to positively harness the energy of youth in their advocacy efforts, including youth participation in the design of campaigns and messages.

## CONCLUSION

The YouthMap Zambia assessment sought to capture and highlight current youth conditions across multiple regions, demographics, and sectors. Over 400 youth clearly articulated their needs, challenges, and aspirations. They are aware their journey ahead is marked by both obstacles and opportunities, highlighted by the following key priority issues: acquiring practical skills and experience for securing meaningful employment, securing access to youth-friendly health services and information to make healthier choices, and participating in decision-making processes of their community and country.

Key stakeholders brought their invaluable insight to help identify current opportunities and challenges youth face in their pursuit of quality education, meaningful employment, healthy living, and political and civic participation. While they highlighted obstacles, which require systemic changes in order to increase the well-being and capacity of young people, there was hope in the potential for positive change both immediately and in future generations. In charting their potential and aspirations, YouthMap makes clear that young people are potential and actual “problem-solvers” rather than “problems to be solved.”

The assessment puts forward four broad recommendations that are central to the improvement and growth of young people’s conditions in Zambia.

1. Clearly align education institutions and the private sector to provide most relevant skills for the job market. Also, create integrated training and support for aspiring entrepreneurs.
2. Improve access to secondary and tertiary education, especially for vulnerable youth, and create an integrated curriculum that is responsive to the market place.
3. Train healthcare workers on youth-friendliness; utilize growing communication channels to engage youth in discussing health issues that are most pertinent for their life style in order to promote positive health decision-making.
4. Provide tangible leadership opportunities through mentorships and trainings for young people, particularly young women, to empower the next generation of leaders.

## ENDNOTES

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10. AfDB, OECD, UNDP, UNECA, “Zambia,” *Africa Economic Outlook*, (2012), 12.
11. Central Statistics Office, *Living Conditions Monitoring Survey*, (Lusaka: 2010), 70.
12. UN, *The Condition of Young People in Zambia*, 12.
13. World Bank estimates in 2010 130,000 workers were added, and by 2030 close to 300,000 more workers will continue to expand the labor force that year. (World Bank, *Zambia’s Jobs Challenge: Realities on the Ground*, 2013, 26.).
14. World Bank, *Zambia’s Jobs Challenge: Realities on the Ground* (World Bank. 2013), 15.
15. UN, *The Condition of Young People*, 12.
16. World Bank report notes that “public sector wages, particularly in parastatals, are higher than the private sector for similar education, location, gender, and experience.” (*Zambia’s Jobs Challenge*, 26).
17. N.B. The YouthMap assessment did not take place in the Copperbelt, where a more complete perspective of the mining industry would be expected.
18. World Bank. *Zambia’s Jobs Challenge: Realities on the Ground*. World Bank. 2013
19. The minimum wage varies depending on type of work: For shop workers and cashiers it is 1000 kwacha per month. For domestic work it is 470 kwacha a month plus 104 kwacha transport allowance if you live 3km+ from your employer.
20. Unaware of the benefits, some employers did not want untrained people working on machines—one company said they had had an intern come in and break the machine.
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27. Zambia Weekly (2014) “Education: Embrace your Mother Tongue.” Issue 1, Volume 5, (Lusaka: 2014).
28. Cuesta, *How Pro-Poor*, 37.
29. When a girl has reached the puberty she is kept in a house for months where she is taught how to conduct herself in the presence of elders. In Eastern Province, it is called *Chisungu* by the Bembas and *Moye* by the Nsenga peoples.
30. The Nyao is a ceremony associated with the Chewa people of Eastern Province. In villages, boys join groups called kalumbu, where there is initiation into such groups for boys as young as 10.
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35. Karen Austrian, et al., "The Adolescent Girls Empowerment Program: lessons learned from the pilot test program." (Lusaka: Population Council, 2013), 2.
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40. The question asked was "What health services do people in your community use the most?" Youth were not asked about their own specific utilization of services due to confidentiality issues.
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44. CSO, *Sexual Behaviour Survey*, 33.
45. Kulijekusuzhyika Nyimbili, *State of the Nation Report on Young People in Zambia*. (Lusaka: Restless Development, 2012).
46. Nyimbili, *State of the Nation*.
47. UN, *Condition of Young People*, 15.
48. Cadres are a group of political activists who campaign for a certain political party or for a certain cause; violence or social disorder are associated with the group, and they are not seen in a positive light.
49. Nyimbili, *State of the Nation*, 15.
50. Youth attributed "lack of interest" to feeling unable to make a change in the current system. Youth are, however, looking forward to the upcoming elections as this presents a tangible way for them to engage and make an impact. This explains the discrepancy between low-levels of current participation and high-levels for future voters.

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